

Early school-leavers

Citation for published version (APA):

Meng, C. M., & Sijbers, E. (2016). *Early school-leavers*. ROA. ROA Fact Sheets No. 003E
<https://doi.org/10.26481/umarof.2016003E>

Document status and date:

Published: 01/01/2016

DOI:

[10.26481/umarof.2016003E](https://doi.org/10.26481/umarof.2016003E)

Document Version:

Publisher's PDF, also known as Version of record

Please check the document version of this publication:

- A submitted manuscript is the version of the article upon submission and before peer-review. There can be important differences between the submitted version and the official published version of record. People interested in the research are advised to contact the author for the final version of the publication, or visit the DOI to the publisher's website.
- The final author version and the galley proof are versions of the publication after peer review.
- The final published version features the final layout of the paper including the volume, issue and page numbers.

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Early School-leavers

ROA Fact Sheet

ROA-F-2016/3E

Researchcentrum voor Onderwijs en Arbeidsmarkt | ROA
Research Centre For Education and the Labour Market | ROA

1. Introduction

Dropouts are youngsters who leave school without a qualification that offers them good chances on the labour market. To have a chance on the labour market requires a basic qualification, which is a diploma at the level of SGSE/PUE, SVE Level 2, or higher.¹ Youngster who leave school without such a basic qualification, have a poor labour perspective, a greater chance of delinquency, and a greater chance of social problems. Considering the high private and social costs ensuing from the poor integration of this group of youngsters in the labour market, it is important to gain insight in the characteristics of this group of youngsters.

The results presented here are based on questionnaires completed by 1,044 dropouts in the Autumn of 2015. These are youngsters who stopped their training (PSVE, GSE or SVE)² in the 2013/2014 school year and were younger than 23 at the time. This questionnaire is part of the annual school-leaver surveys carried out by the Research Centre for Education and the Labour Market (ROA).

Respondents' background characteristics

We will first discuss some background characteristics of the respondents. For an elaborate presentation of all characteristics, see Table B1 in the appendix. This presents a picture of the youngsters who participated in the survey and about whom we will make statements in the subsequent paragraphs.

Educational characteristics

More than half of the respondents (52%) stopped a course at SVE Level 3/4; in addition, a relatively large group (37%) left a course at SVE Level 1/2. The remaining 13% stopped a course at the intermediate level, of whom 7% left PSVE and 6% left GSE.

Almost a third of all dropouts was doing a course in the Economics sector, a quarter in the Technology sector, and another quarter in the Health Care sector. The sector with the smallest number of dropouts was Agriculture, but Behaviour and Society also scored low. Within PSVE, just over half was doing the theoretical programme.

The region from which most respondents (44%) came, was region West, while the fewest respondents (11%) came from region North.

Age and gender

In all, the average age of respondents at the time of the survey (approximately eighteen months after leaving school) was 20 years. Respondents who stopped a secondary-school

course are slightly younger: for GSE graduates this is 18 years, and for PSVE graduates, it is 17 years. This means that this group of respondents stopped their course while compulsory qualification still applied.

The division between men and woman is fairly equal, 49% of all respondents being male and 51% female. Among GSE respondents, there are more women than men (55% against 45%). The same applies to SVE Level 3/4 (54% against 46%). At SVE Level 1/2, however, there are slightly more men than women (54% against 46%).

Ethnicity

Most respondents belong to the indigenous population (76%). In particular among GSE respondents, the proportion of indigenous dropouts is high (77%). In PSVE, this percentage is slightly lower (55%).

Domestic situation

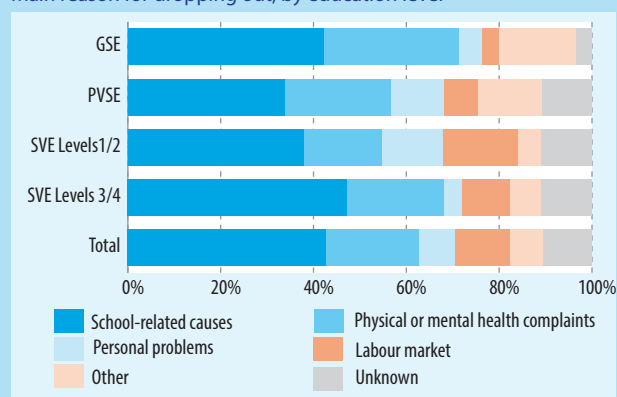
Approximately half of all respondents are from two-parent families (51%). Respondents from single-parent families can be found most often in PSVE (38%), while the percentage of those who live independently is highest in SVE Level 1/2 (13%).

At all levels, the language spoken with parents is (almost) always Dutch (71%). The most prevalent level of education of parents is Secondary Vocational Education, whereas among GSE respondents the parents most often have a higher education. 5% of all respondents has one or more children.

2. Main reasons for dropping out

Respondents were asked what the *main* reason was for their dropping out of school. The results are presented in Figure 1, broken down by education level. The underlying reasons are presented by education level in Appendix 2.

Figure 1
Main reason for dropping out, by education level



School-related

Just like in previous years, a school-related cause is mentioned most frequently as the main reason for drop-

1 SGSE = Senior Secondary General Education / PUE = Pre-University Education / SVE = Secondary Vocational Education.

2 Youngster who leave school after completing a course at PSVE level or SVE Level 1, are not discussed in this Fact Sheet. For the results relating to this group of dropouts, please refer to the ROA report "School-leavers between education and the labour market 2015".

ping out of school. Of all respondents, 43% states this as the main reason, most frequently in SVE Level 3/4 (47%) and the least in PSVE (34%).

Looking at the different underlying school-related reasons for dropping out of school, - *'the content of the course was not what I wanted (after all)'* occurs most often (13%). In particular in SVE Level 3/4, this is mentioned relatively often (20%). *'The course was too difficult/ failed the final examination'* and *'problems during traineeship/work placement (e.g. dismissal)'* are also mentioned. Last year, *'problems during traineeship/work placement (e.g. dismissal)'* was listed a great deal lower in the ranking of most frequently mentioned reasons, while *'the course was badly organised'* scored higher.

The reason *'the course was too difficult/I failed the final examination'* is stated most often by GSE respondents (21%), and much less by respondents from the other education levels (5% or 6%). In addition, *'wanted to change courses or schools'* occurs more often in GSE and PSVE than in SVE.

Physical or mental health complaints

Just like in previous years, physical and mental health complaints take second place in the list of reasons for dropping out of school. Of all respondents, 20% states this as the main reason, most frequently in GSE (29%), followed by PSVE (23%), SVE Level 3/4 (21%), and SVE Level 1/2 (17%).

This category includes both physical health complaints and addictions or mental health issues. Of these, mental health complaints occur most (14%). It is reported most often in GSE (21%), followed by PSVE (16%), SVE Level 3/4 (15%), and SVE Level 1/2 (11%).

Physical health complaints, such as an illness or a disability, are given in 6% of all cases, again most frequently in GSE (8%), followed by PSVE (6%) and SVE Level 1/2 (6%), and the least in SVE Level 3/4 (5%).

Addiction issues are relatively rare: in only 1% of all cases, this is mentioned as the main reason for dropping out of school.

Labour market

In third place on the list of main reasons for dropping out, is the labour market. All in all, 12% of the respondents reported that the labour market was their main reason for dropping out of school, which is a slightly higher percentage than the 9% who said so in 2013/2014. This could indicate an improvement of the labour market, increasing the chances of dropouts to find a job, which could entice youngsters to leave school without a diploma.

The labour market is mentioned more often as a reason in SVE Level 1/2 (16%) and SVE Level 3/4 (10%) than in PSVE (7%) and GSE (4%). In this case, the pull factor of the labour market appears to play a greater role than the push factor: 9% of all respondents indicates that they preferred to work, against 3% who indicate that they needed an income and therefore accepted a job.

Personal problems

In addition, for 8% of all respondents, personal problems were the main reason for dropping out of school. In SVE Level 1/2 (13%) and PSVE (11%), this is mentioned more often than in GSE (5%) and SVE Level 3/4 (4%).

Among personal problems, relational and family problems (such as parents' divorce) are mentioned most often (5%), followed by pregnancy (2%), and school in combination with looking after children and/of family members (1%), as well as trouble with the law (1%). Relational and family problems occur most frequently in PSVE and SVE Level 1/2 (7%), while pregnancy scores highest in SVE Level 1/2 (4%).

Other/unknown

Lastly, a total of 7% of all respondents listed 'other' as the main reason for dropping out of school. In particular in GSE (17%) and PSVE (14%), many respondents thought that their main reason for dropping out did not fit in any of the existing categories. Another 11% provided no main reason, as a result of which this remains unknown.

3. Early dropout signals

There are various of indicators that can be regarded as early signals for dropping out. The dropouts were asked a number of questions in order to recognise these early signals.

Talking about the decision

The clearest early signal is talking about the decision to drop out of school. Table 1 shows for each education level whether respondents spoke to anyone about their choice to drop out of school, and if so, with whom. Among most respondents, this early dropout signal can be observed. In all, 85% said that they had spoken to someone. Of the respondents who said that they had not spoken with anyone about their plans to drop out of school, most came from SVE Level 1/2 (18%).

Of those who had spoken to someone, 71% indicates (among others) to have spoken to their parents about their choice of dropping out of school. Of these, GSE respondents spoke with their parents most often (87%), while SVE Level 1/2 respondents did so the least (65%).

Also, more than half (54%) said that they had spoken with (among others) teachers and/or mentors about their intentions to stop. Again, the share of GSE respondents is the highest (60%), but this time it is the lowest among PSVE respondents (47%). The average age of respondents from PSVE is 17 years (see Appendix B1), which means that for them compulsory qualification still applied. It is worrisome that less than half said that they had spoken with someone from school.

In addition, 22% said that they had spoken with a member of the family or with friends about their choice to leave the course. Again, the highest percentage comes from GSE respondents (31%), while the lowest can be seen among PSVE respondents (7%).

Help offered

If a respondent had expressed an intention to leave school, this did not necessarily mean that attempts were made to prevent him or her from dropping out, or that a different type of help was offered. The dropouts were therefore asked whether they received any help in order to prevent them from leaving school. Table 2 shows that a total of 66% said that someone had tried to help, against 33% who said that no-one had offered any help. Although one in three is still a high number, this share is lower than in 2013/2014, when 47% said that they had not received help from anyone.

Across the education levels, 61% (SVE Level 1/2) to 76% (GSE) thought that they had been helped by someone. At the same time, 39% of the SVE Level 1/2 respondents replied that they had not been helped by anyone.

Looking at the individual reasons for dropping out, we can see that those for whom physical or mental health problems were the main reason for dropping out, received most help (74%). The category 'Other' received the least help, almost half of them stating that they were not helped by anyone to prevent them from dropping out.

Almost half of all respondents who said that they had not spoken with anyone, also stated that they feel that no-one tried to help them (47%). This indicates that talking to someone about the choice to drop out of school is a major step towards getting help. However, of the respondents who stated that they had spoken with someone about their dropping out, only two out of three (68%) said that they had been helped by school or other institutions. This means that one third, despite having talked about it with someone, did not receive help from school or any other institution. Looking at the parties with whom these youngsters spoke, we can see that they contacted in particular their parents or other members of the family and/or friends. This may indicate that discussing the issue of dropping out within the private circle does not always lead to this private circle notifying school.

At the same time, the school itself does not always appear to be effective in helping youngsters: of those who stated that they had not been helped by anyone, 22% had nevertheless spoken about it with a teacher or a mentor. Whether no help was offered in this case, or whether the youngsters concerned did not experience this as such, remains the question, but it is certainly a point that requires attention.

4. Current situation

To get an idea of where respondents ended up, we looked at their current situation.

We looked at the respondents' main situation at the time of the survey. Of all dropouts, about a third (36%) was working, while another third (30%) was doing a course. In addition, 11% stated that they were unemployed, 9% said

that they were combining working and learning, while 14% indicated that they were otherwise occupied.

Of the GSE respondents, the majority had returned to the education system: no less than 72% of all dropouts was involved in a course again at the time of the survey. More than half of the PSVE respondents (58%) had also returned to school. In SVE, in particular at Level 1/2, on the other hand, a large part had a job eighteen months later (42%) (37% SVE Level 3/4). A combination of working and learning is the most common option for SVE Level 3/4. Dropouts from SVE Level 1/2 are relatively most often unemployed (16%).

Of the dropouts who stated that the labour market was their main reason for their leaving school, three quarters (75%) was working at the time of the survey, and of this group relatively the fewest had returned to school (6%). Among the youngsters who dropped out because of personal problems, the percentage of unemployed respondents (28%) is relatively the largest. Possibly, the personal problems in this group still prevailed and prevented them not only from doing a course but also from finding a job.

5. Plans for the future

In addition to recording their current situation, the respondents were also asked for their plans for the future, in particular whether they had any intentions to go back to school to do a course. Youngsters who were already doing a course at the time of the survey, were excluded from this question.

Education plans

In all, 75% of the dropouts had the intention to do another course at a later stage, but only 14 percentage points of these had already registered for a course (see Table 4). The remaining 61 percentage points had such intentions, but was not sure yet what course or when. A quarter of the dropouts had no intentions whatsoever to go back to school.

Among GSE respondents there was the greatest number of dropouts who had plans to do a course again: Of them, 30% had already registered for a course, while 62% of those without concrete plans nevertheless wanted to do a course again. Of the PSVE respondents, 22% had already registered for a course again, and 54% had plans to go back to school. Among SVE respondents, the need to do a course at a later stage was much lower: of them, 11% (SVE Level 1/2) and 16% (SVE Level 3/4) had registered, while 58% and 64%, respectively, had plans but no concrete ones. In particular among the SVE Level 1/2 respondents, a relatively large percentage (31%) had no intention to do a course again.

Table 1

With whom did you talk about your decision to leave school? (multiple answers possible) (%)

	GSE	PSVE	SVE Levels 1/2	SVE Levels 3/4	Total
With no one	7	15	18	13	15
With one or more people	93	85	82	87	85
Parents	87	68	65	74	71
Family, friends	31	7	14	29	22
Teachers, mentor	60	47	49	58	54

Table 2

Who tried to prevent your dropping out? (%)

	Someone (school or other institutions)	No one (neither school nor other institutions)	Total
Total	66	33	100
Education level			
GSE	76	24	100
PSVE	72	28	100
SVE Levels 1/2	61	39	100
SVE Levels 3/4	69	31	100
Reasons for dropping out			
School-related causes	67	33	100
Physical or mental health complaints	74	26	100
Personal problems	64	36	100
Labour market	61	38	100
Other	53	47	100
Spoken with whom			
No one	53	47	100
Some one	68	32	100
Parents	69	31	100
Family, friends	75	25	100
Teachers, mentor	78	22	100

Table 3

Main occupation at the time of the survey(%)

	Work	Study	Combination of working & learning	Unemployed	Other	Total
Total	36	30	9	11	14	100
Education level						
GSE	10	72	3	4	16	100
PSVE	17	58	5	9	21	100
SVE Levels 1/2	42	17	8	16	33	100
SVE Levels 3/4	37	33	11	8	20	100
Main reasons for dropping out						
School-related causes	34	39	12	10	15	100
Physical or mental health complaints	16	29	4	12	50	100
Personal problems	27	27	4	28	42	100
Labour market	75	6	9	3	10	100
Other	37	40	3	11	20	100
Unknown	35	26	10	11	29	100

Table 4

Intends to do a(nother) course at a later stage?

	GSE	PSVE	SVE Levels 1/2	SVE Levels 3/4	Total
Yes, I have already registered for a course	30	22	11	16	14
Yes, but I do not know what course or when	62	54	58	64	61
No	8	24	31	21	25
Total	100	100	100	100	100

Table 5

What is keeping you from doing another course? (multiple answers possible)(%)

	GSE	PSVE	SVE Levels 1/2	SVE Levels 3/4	Total
I do not know what courses are available	9	18	12	9	11
there are no spaces available on the course that I want to do	3	3	4	2	3
the course that I want to do, is too far away	4	0	4	2	3
I do not meet the minimal requirements for starting the course	22	17	15	12	14
I have to wait, because the course only starts on a limited number of dates	12	0	4	7	5
the costs are too high	7	20	27	27	26
my work provides opportunities for additional learning	4	11	7	10	8
I do not need any further education	8	1	3	6	5
I want to continue developing myself by doing various different courses	11	8	13	15	14
I want to, but it is not possible because of personel circumstances	22	20	26	20	23
no, I don't feel like going to school again	11	17	21	18	19
other	50	42	28	33	32

Inhibiting factors

The respondents who had not yet registered for a course, were also asked what kept them from going back to school (see Table 5). The reason given most often (apart from the category 'Other') was that the expenses were too high (26%), in particular among SVE respondents (27%). The second most often mentioned reason was that they would like to, but could not do so because of personal circumstances (23%). This is the most prevalent reason among SVE Level 1/2 respondents (26%).

In the breakdown by education level, we see that among GSE respondents, not complying with the minimum requirements to start the course, occurs relatively often (22%). Having to wait because the course can be started only on a limited number of dates, is also relatively common among GSE respondents (12%). Not knowing what courses are available, is most prominent among PSVE respondents (18%). In SVE, we can see that the high costs (27%), development by means of individual courses (SVE Level 3/4, 15%) and personal circumstances (SVE Level 1/2, 26%) are mentioned relatively often.

Promoting factors

Respondents were also asked what would encourage them to go back to school (Table 6). In line with the reasons given for what is keeping them from doing so, financial support prevails: In all, 34% stated that financial support from the local authorities and 33% said that getting a grant would encourage them to go back to school. Getting a grant was mentioned most often by GSE respondents (42%), financial support by the local authorities by PSVE and SVE Level 3/4 respondents (both 35%).

Being able to do a course alongside their current job is another frequently mentioned encouragement for dropouts: a total of 30% said that this would encourage them to do another course. The ones who selected this option, can be found most often among SVE Level 3/4 (37%) and SVE Level 1/2 (25%) respondents.

Help choosing the right course is mentioned in 23% of the case, but is relatively prominent among GSE respondents (31%). Being able to start in the short term is mentioned by 11%, among whom a relatively large percentage of SVE Level 1/2 respondents (14%).

6. Regrets

Lastly, respondents were asked whether they regretted their choice to drop out of school. Table 7 shows the regret percentage by education level, while Table 8 does so by main reason for dropping out.

Regret by education level

More than half (55%) said that they did not regret their choice to drop out of school. A third admitted that they did regret it, but feel that they did not have any other option at the time (34%). In addition, approximately 1 in 10 (11%)

stated that they regretted it and would not take the same decision if they could choose again.

The least regret can be found among GSE respondents (67% has no regret). Not having any other option but to drop out at the time, was stated most by respondents from SVE Level 1/2 (41%), just like wishing they had decided differently, looking back (15%).

Regret by reason for dropping out

Table 8 shows the percentage of respondents who regret having dropped out of school, broken down by their main reason for doing so. We see that those who left school because of the labour market, have the fewest regrets: Of them, 70% say that they did not regret having dropped out. The respondents who gave physical or mental health problems as their reason for dropping out, on average have most regrets: Of them, only 39% (personal problems) and 38% (health complaints) has no regrets.

The respondents who dropped out because of school-related reasons also have relatively few regrets (41% has regrets), and a large percentage of them stated that they did have regrets, but could not have done differently at the time (26%). At the same time, of all dropouts who regretted having left school prematurely and who would not do so now, most dropped out because of school-related causes (15%). The respondents who dropped out because of physical or mental health problems, have relatively most regrets (62% has regrets), the majority indicating that they did regret it, but had no other choice but to drop out at the time. Dropping out because of personal problems also leads to relatively many regrets (61%), the majority also indicating that they could not have done differently at the time. Nevertheless, a relatively large percentage of them (13%) said that they would not do so again now.

7. Conclusions

The present Fact Sheet presents the key results of the survey among youngsters who terminated their secondary-school careers without obtaining a basic qualification before they reached the age of 23. The main findings are as follows:

- Just like in previous years, school-related causes are mentioned most frequently as the main reason for dropping out of school. In second place are physical or mental health complaints, in third place is the labour market. The percentage of respondents who mentioned the labour market as their main reason, has increased from 9% in 2013/2014 to 12% in 2015, which may reflect an improvement of the labour market.
- A large majority of respondents stated that they had spoken to someone about their dropping out (85%), but in spite of this, one third experienced no help from school or another institution to prevent their dropping out. Part of these youngsters spoke primarily with parents or other members of the family/

Table 6

What would encourage you to start another course? (multiple answers possible) (%)

	GSE	PSVE	SVE Levels 1/2	SVE Levels 3/4	Total
getting a grant	42	37	32	33	33
financial support from the local authorities	24	35	34	35	34
if I could do a course alongside my current job	16	14	25	37	30
if I could start soon	8	10	14	9	11
help choosing the right course, so that I know what I want to do	31	19	24	22	23
other	39	36	41	36	38

Table 7

Regrets (%)

	GSE	PSVE	SVE Levels 1/2	SVE Levels 3/4	Total
No	67	53	45	61	55
Yes, but I had no choice at the time	28	36	41	30	34
Yes, I would not do that again today	5	11	15	9	11
	100	100	100	100	100

Table 8

Regrets, by main reason for dropping out (%)

	School-related causes	Physical or mental health complaints	Personal problems	Labour market	Other	Unknown	Total
No	59	38	39	70	73	49	55
Yes, but I had no choice at the time	26	57	48	18	20	36	34
Yes, I would not do that again today	15	5	13	12	7	15	11
Total	100	100	100	100	100	100	100

friends, which indicates that the youngsters' social network is not always useful in order to obtain help from school or other specialised institutions. At the same time, the school itself does not always appear to be effective in helping youngsters either: of those who stated that they had not been helped by anyone, 22% had nevertheless spoken to a teacher or a mentor.

- Eighteen months after their dropping out, 36% of the respondents had a job, 30% were back in school, and 9% reported a combination of working and learning. In addition, 11% was unemployed, while 14% stated that they had a different main occupation. Of the dropouts who stated that the labour market was the main reason for their leaving school, three quarters (75%) was working at the time of the survey. Among the youngsters who dropped out because of personal problems, there is the relatively largest percentage of unemployed respondents (28%).
- In all, 75% of the respondents who said that they were not doing a course at the time of the survey, had the intention to go back to school at a later stage, but only 14 percentage points of these had already registered for a course. The remaining 61 percentage points did not know when they would do so or what course they would choose.
- The high cost of doing a course (26%) and personal circumstances (23%) are mentioned most often as inhibiting factors for doing a course. Hence 34% mention that financial support from the local authorities, and 33% mention that a grant would encourage them to go back to school. Being able to do a course alongside their current job, would also be a strong enticement.
- A total of 45% of the dropouts regrets their choice to leave school when asked eighteen months later. Respondents from SVE Level 1/2 are most likely to have regrets (56% has regrets), while GSE respondents have the least (33% has regrets). Those who dropped out because of the labour market, have the least regrets (30% has regrets), while the respondents who mentioned physical or mental health complaints as their main reason for dropping out, on average have most regrets (61% and 62%, respectively, has regrets).

Appendices

Table B1

Respondents' background characteristics

	GSE	PSVE	SVE Levels 1/2	SVE Levels 3/4	Total
Total	6	7	37	52	100
Sector					
Theoretical programme	X	61	0	0	4
agriculture	X	2	6	6	6
technology	X	10	37	17	24
economics	X	13	36	35	34
health care	X	14	22	26	24
behaviour & society	x	x	x	16	9
Region of the course					
north	10	6	12	10	11
east	23	16	24	26	24
west	54	45	39	46	44
south	14	33	25	18	21
Average age (years)	18	17	20	20	20
Gender					
male	45	50	54	46	49
female	55	50	46	54	51
Ethnicity					
Western immigrant	9	14	7	6	7
Non-Western immigrant	14	30	20	13	17
Indigenous	77	55	73	81	76
Family situation					
Two-parent family	63	43	49	52	51
Single-parent family	20	38	29	27	28
Independent	9	7	13	11	11
Other	8	12	10	9	10
Language spoken by parents					
(almost) always Dutch	79	56	66	76	71
Dutch and another language	11	24	12	10	12
(almost) always another language	2	11	8	2	5
N.v.t.	7	9	14	12	12
Parents' education level					
Father					
Primary education	3	13	12	4	8
Lower professional education	11	29	28	29	28
Secondary education	8	13	8	6	7
Secondary vocational education	17	25	35	31	31
Higher education	61	21	17	30	27
Mother					
Primary education	3	12	9	5	7
Lower professional education	14	31	31	26	27
Secondary education	4	13	9	10	9
Secondary vocational education	22	32	34	36	34
Higher education	58	12	18	24	23
Children					
Yes	1	9	7	3	5
No	99	91	93	97	95

Table B2

Main reasons for dropping out

		GSE	PSVE	SVE Levels 1/2	SVE Levels 3/4	Total
School-related causes	the course was too difficult/I failed the final examination	21	6	6	5	6
	problems during traineeship/work placement (e.g. dismissal)	0	2	7	6	6
	problems with teachers/school	3	4	4	3	3
	problems with other students	1	4	1	1	1
	wanted to change courses or school	9	9	3	4	4
	I did not feel safe at school	0	2	1	0	0
	the content of the course was not what I wanted (after all)	4	2	6	20	13
	I thought the level of the course was too low	1	3	3	3	2
	the course was badly organised	2	2	4	5	4
	no traineeship/work placement	1	2	5	2	3
	Subtotal	42	34	38	47	43
(Physical) or mental health complaints	(physical) health problems (illness/disability)	8	6	6	5	6
	addiction problems	0	2	1	1	1
	mental problems	21	16	11	15	14
Subtotal		29	24	18	21	21
Personal problems	relational problems/family problems (e.g. parents' divorce)	5	7	7	3	5
	pregnancy	0	2	4	1	2
	combining school and caring for children and/or family, was too much	0	2	1	0	1
	trouble with the police/law	0	1	1	0	0
Subtotal		5	12	13	4	8
Labour market	I preferred to work	3	5	12	8	9
	I needed an income, so I started working	0	2	5	2	3
Subtotal		3	7	17	10	12
Other	I moved house	5	7	1	1	1
	other	12	7	4	6	6
	unknown	4	11	11	11	11
Subtotal		21	25	16	18	18
Total		100	100	100	100	100

School-leaver Information System

A publicly accessible data source

General

The subsidies provided by the (Dutch) Ministry of Education, Culture and Science, the Ministry of Economic Affairs, and the Ministry of Social Affairs and Employment, enable the basic facilities (data collection, technical data management, and general methods and model studies). The data sets are freely accessible and thus enable a wide range of strategic research, from Ph.D. theses and academic policy-relevant articles, to national policy reports. The annual data sets from the School-leaver Information System are available through www.dans.knaw.nl. Researchers can also ask the Research Centre for Education and the Labour Market for a trend set in English (1998 – 2015 surveys) free of charge. For support in the use of the data sets, ROA researchers can be reached through secretary-roa-sbe@maastrichtuniversity.nl

Figures from the School-leaver Information System were recently used for, among others:¹

- Studiekeuze 123 (Study Selection) website;
- Studie in cijfers (Education in Figures);
- Keuzegids MBO (SVE Course Selection Guide), Keuzegids HBO (HVE Course Selection Guide);
- Onderwijs in Cijfers (Education in Figures) by the Ministry of Education, Culture and Science
- Dutch Inspectorate of Education: De staat van het onderwijs – onderwijsverslag (The State of Education - a report);
- Dutch Inspectorate of Education: Beginnende leraren kijken terug, deel 1: de pabo (Junior Teachers Looking Back, Part 1: Teacher Training College)
- Dutch Inspectorate of Education: Beginnende leraren kijken terug, deel 2: de pabo (Junior Teachers Looking Back, Part 2: Second-Degree Teacher Training)
- SEO/ECBO/ROA: Klaar voor de groei (Ready for Growth): Monitor uitrol Associate degree (Associate Degree Rollout Monitor)
- MBO raad (SVE Council): Feiten en cijfers (Facts and Figures);
- ECBO: Het Nederlandse onderwijs geketend (Dutch Education Chained): Doorstroom in en tussen vo en mbo (Moving from SE to SVE);
- ECBO: De kleur van het middelbaar beroeps-onderwijs (The Colour of Secondary Vocational Education): Een overzichtsstudie naar allochtonen in het mbo (An Overview of Immigrants in SVE);
- Innovation Platform: Kennis en Innovatie Agenda 2011 – 2020 (Knowledge and Innovation Agenda 2001 - 2020);

- SCP, Annual Integration Report, 2013.

Website Kerncijfers Schoolverlatersonderzoeken (Key Figures from the School-leaver Surveys website): <https://roastatistics.maastrichtuniversity.nl/SISOnline/Home.aspx>

The Key Figures from the School-leaver Surveys website (<https://roastatistics.maastrichtuniversity.nl/SISOnline/Home.aspx>) contains long-term national statistics on qualified school-leavers from initial education in the Netherlands. The figures are based on ROA's school-leaver surveys and relate to those who successfully completed a course in GSE, PSVE, SVE and Higher Education. The key figures presented provide insight in the courses completed, subsequent education and school-leavers' labour market entry.

The website can be consulted from two different perspectives: by educational classification and by key indicators. The educational perspective shows all key figures for a particular educational classification. Selections that can be made include educational levels, educational sectors and individual courses. There is also an option to select full-time, part-time or dual education programmes. The indicator perspective shows the information for a single indicator for all education levels, sectors or courses. Both in the menu and in the overview tables, the key indicators have been divided into five categories:

- general background characteristics;
- course completed;
- opinion on the course completed;
- characteristics of subsequent education;
- labour marker indicators and job characteristics.

Each time, the figures shown represent the five most recent survey years and they are updated annually around the time of publication of the national 'School-leavers between Education and the Labour Market' report.

The website also provides detailed information on the methodological approach of the School-leaver Information System (SIS) and an account of the response

¹ For ROA reports based on figures from the School-leaver Information System, see www.roa.nl

Imprint

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ROA Secretariat, Maastricht

November 2016

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